Module 8

Phase III of the Planning Process

Objectives

At the end of this module, the participant will be able to:

1. Explain the importance of helping the client implement and maintain conservation systems.
2. Explain the relationship between a conservation plan and a conservation contract.
3. Demonstrate what and how to evaluate a conservation plan and how to handle the results.
4. Explain the concept of adaptive management.
5. Describe what a case study is and how one might be used.
6. Explain the need to continue contact and service with the client.

Module 8—Table of Contents
Phase III of the Planning Process

Part 1—Classroom

Module 8—Table of Contents (cont.)
Phase III of the Planning Process

Module 8—Phase III of the Planning Process
(Classroom and Field)

I. Introduction and Overview

A. Plan implementation is synonymous with:

- ______________________________
- ______________________________
- ______________________________

This is an excellent opportunity to practice an important sales technique......deliver more than what is expected.

It is critical to maintain contact with the client and schedule technical assistance to help carry out the plan.

B. Review the roles of the client and the conservation planner/conservation partnership. Discuss them as needed with the client.

- The client's role....

  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____

- The role of the conservation planner / conservation partnership....

  - ____
  - ____
  - ____

- ____
- ____
- ____
- ____
- ____
- ____
- ____

II. Phase III of the Planning Process

A. Phase III of the planning process....

- ____
- ____

B. Phase III of the planning process consists of two planning steps:

8. ____
9. ____

- Without implementation the conservation benefits and the client's objectives are not realized.
- Without feedback, such as through an evaluation of the plan, the planner, the planning process, plan implementation, technical knowledge, and conservation application may not improve.

C. Factors to keep in mind on plan implementation include:

- ______________________________

  ____

- ______________________________

  ____

- ______________________________

  ____

- ______________________________

  ____

- ______________________________

  ____

- ______________________________

  ____

What can happen if a conservation plan or contract is not kept up to date?

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

How can plans, especially conservation contracts, be kept up to date?

- ______________________________
  ____
- ______________________________
  ____

- ____
- ____
- ____
- ____
- ____

Conducting an annual status review is an extremely important step in keeping conservation plans and conservation contracts up to date. All aspects of the conservation plan and conservation contract are thoroughly reviewed at that time, on-site, with the client. Revisions to the conservation plan and the conservation contract, as appropriate, are generally made at that time, as a result of the status review.

Why do we evaluate the results of the plan implementation?

- ____
- ____
- ____
- ____

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

D. Where the actual results of the evaluation differ from those anticipated....

- Provide feedback into the planning process. This could include....
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
- Modify or revise the plan as needed

E. What is adaptive management?

Adaptive management is the process of monitoring, evaluating, and experimenting in order to add to resource management information and modify decisions. Some key items to keep in mind are:

- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____
- ____
  ____

III. Case Studies

A. Case Studies

- What are they?

  Case studies are a way of observing, collecting, and documenting the practical results of conservation treatment, along with the motivations that lead to their adoption. They help us increase the technology base we work from to plan and implement conservation systems.

- What are the various types of case studies?

  1. ______________________________
     ____
  2. ______________________________
     ____
  3. ______________________________
     ____

- How can they be used?

  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________

- Should we develop a formal case study as a part of every conservation plan?
  - No. Utilize case studies where appropriate to obtain additional information and where the client is willing to dedicate the time, effort, and resources to participate in the effort. Professional judgement on the part of the planner is needed to make that decision, taking into consideration time availability, resources available to conduct the study, the need for the study, the feasibility of conducting the study, etc.
  - Informally every conservation plan provides information to feed back into the planning process and technical knowledge base of the partnership.

- Examples of case studies.

  Example 1

  Example 2

IV. Products of Phase III

What are the key products expected from phase III of the planning process?

- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____

V. Documentation of Conservation Planning Data

A. What to document in either hard copy or electronic format

- ____
- ____
- ____
- ____
- ____
- ____

Field Exercise—Classroom Portion

Field Exercise Guidelines

- General logistical guidelines for the field exercise in Modules 6 and 7 are applicable here. The primary difference is that a complete conservation plan was developed in Modules 6 and 7. In this module the participants will be evaluating progress toward implementing a plan previously developed, and determining from the client whether additional assistance is needed.

- The field exercise will be held on a farm/ranch that is well into implementation of a conservation plan.

- Participants and group leaders should remain in their same groups as the previous two modules. The group leaders should stay with their group throughout this portion of the planning process.

- An instructor is assigned to each land use and should stay on that site / land use as the groups rotate from site to site / land use to land use.

- The groups should first assemble with the instructor, for discussion purposes, whenever visiting a site / land use for the first time.

- The instructors should serve as the substitute client for their respective land use.

Expectations of Each Group

- Complete planning steps 8 and 9 as a group.
- Complete the appropriate planning documentation - one set for the group.
- Full participation by all members.

Roles of the instructors, group leaders, and group members.

- The instructors provide the classroom instruction and the instruction in the field relative to their particular site and land use on the farm/ranch. The instructors also serve as the substitute client, for the field exercise, to answer questions and provide information to the groups as needed or requested.
- The group leaders help guide their assigned group through this phase of the planning process and help facilitate the teaching and learning experience. The group leader should strive to involve all participants in the activities and discussions.
- The group members carry out phase III of the planning process on this unit and share their planning experience and knowledge with the rest of the group. Individual group members may lead the group through the evaluation for their discipline, i.e., range conservationist / range inventory and forage balance.

District Conservationist Briefing

The local district conservationist should provide a brief classroom review of the farm/ranch unit to be evaluated, such as the type of conservation plan in effect, the conservation contract if one exists, the type and size of the unit, background information on the farm family, progress in carrying out the plan, and the relationship of the farm/ranch to the local area.

Review Conservation Plan

Each group should thoroughly review the conservation plan and the conservation contract before going to the field. The DC or conservationist that has been servicing that plan should be available to answer questions.

Evaluation Presentation

At the end of the field exercise, one member of each group should present their evaluation to the substitute client in the presence of the entire class - the class will have the opportunity to ask questions and comment on the evaluation of the conservation plan and conservation contract.

Wrap-Up

Determine if each group has met the planning standards for steps 8 and 9.

Field Exercise—Field Portion

Approximately 15 Hours

Farm/Ranch Setting

Conduct a field reconnaissance of the area / community around the planning unit. Each group should travel in a different vehicle, with an instructor and their group leader, for better discussion opportunities. The instructor will expand on the relationship of the local area to the farm/ranch than what was covered in the classroom by the DC, from an on-the-ground perspective, since the group will be seeing and experiencing the area firsthand for the first time. To the extent possible, include a drive-by initial observation of the farm/ranch unit to be evaluated.

Meet the Client

The entire class should meet the client at a designated spot and receive an overview of the unit from the client - operation, ownership, type of business, size of the unit, history of the unit, the problems, opportunities, and concerns the client is trying to address with the conservation plan, the client's objectives, and progress in carrying out the plan. This should include ecological, economic and social perspectives. The participants should have an opportunity to have an open discussion with the client and ask questions.

Group Activities

Each group should meet separately to compare notes on the current situation with the conservation plan and contract, and to discuss their approach to conducting the evaluation of the plan.

Each group should then, independently, conduct the inventories, measurements, discussions, etc., needed to determine:

- The progress in implementing the plan.
- The status of the conservation contract.
- The effects and impacts of the applied practices and systems.
- If the identified problems are being solved.
- If any identified opportunities are being realized.
- If the objectives of the client are being met.
- Whether the indicators and target values are valid - moving in the right direction.
- If the quality criteria is being met.
- If any new problems or opportunities have developed.
- If any revisions are needed in the plan.
- If any modifications are needed with the conservation contract.
- If any adjustments are needed in technical materials.

Example:

Group	Site Rotation	Group Leader
A	1,2,3,4,5,6	(name)
B	2,3,4,5,6,1	(name)
C	3,4,5,6,1,2	(name)
D	4,5,6,1,2,3	(name)
E	5,6,1,2,3,4	(name)

Sites	Land Use	Fields	Instructor / Substitute Client
1	Cropland	1, 4, 8	(name 1)
2	Hayland	7, 10	(name 2)
3	Pastureland	2, 3, 11	(name 3)
4	Rangeland	5, 6	(name 4)
5	Woodland	9	(name 5)
6	Headquarters	12	(name 6)

The group leader rotates with the group from site to site to provide guidance and support as the group conducts the evaluation of the farm/ranch.

The instructors cover their materials at each site first and then the group conducts the inventory of the resources in those fields associated with that land use. The instructors also need to be available to the group as the substitute client to answer questions, etc.

Items for the instructor to cover:

Cropland

- Crop rotation
- Yields
- Nutrient management
- Soil testing information
- Quality criteria
- Practices or systems installed
- Evaluation considerations

Hayland

- Establishment date
- Yields
- Nutrient management
- Quality criteria
- Practices or systems installed
- Evaluation considerations

Pastureland

- Establishment date
- Grazing system used
- Forage production
- Forage demand
- Nutrient management

Wildlife habitat

Quality criteria

Practices or systems installed

Evaluation considerations

Rangeland

Grazing system used

Condition and trend

Forage production

Forage demand

Productivity

Wildlife habitat

Quality criteria

Practices or systems installed

Evaluation considerations

Woodland

Wildlife habitat

Quality criteria

Practices or systems installed

Evaluation considerations

Headquarters

Water supply

Livestock waste management

Quality criteria

Practices or systems installed

Evaluation considerations

Note: Threatened and Endangered Species, Cultural Resources, and Wetlands may fit into discussions of each of the landuses listed above.

Each group conducts the needed inventories, measurements, discussions, etc., on the entire farm/ranch by rotating from site to site, field to field, across the unit.

Resource Inventory Considerations:

Soil

Erosion

Condition

Deposition

Water

Quantity

Quality

Air

Quality

Condition

Plants

Suitability

Condition

Management

Animals

Habitat

Management

Economic Inventory Data:

Family Farm

Land

Labor

Capital

Management

Other

Social Inventory Data:

Farm Family

Cultural Resources

Client Characteristics

Community Characteristics

Evaluation Report

Each group completes a report on the evaluation of the conservation plan and conservation contract.

Discussion With the Client

The substitute client for each group for the final portion of the field exercise is as follows:

Group	Instructor / Substitute Client
A	(name 1)
B	(name 2)
C	(name 3)
D	(name 4)
E	(name 5)

Each group confers with their substitute client (listed above) on the results and recommendations of the evaluation. The report is then finalized based on the input of the substitute client.

Present the Evaluation

At the end of the field exercise, one member of each group should present their evaluation to the substitute client in the presence of the entire class. The class will have the opportunity to ask questions and comment on the evaluation of the conservation plan and conservation contract. The real client may be invited to participate in this session.

Wrap-Up

Determine if each group has met the planning standards for planning steps 8 and 9.